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EDUCATIONAL NEWS AND EDITORIAL COMMENT

DIRECT SUBSIDIES TO TEACHERS

The School, of the University of Toronto, asks "What are the obvious objections to subsidies in cash given directly to teachers?"

First, there is the danger that school boards, in the United States at least, might keep salaries low, on the theory that teachers can supplement their salary by the direct state or federal grants.

Secondly, there is the danger, always present in high centralization, that the individual school units might assume a careless attitude toward educational progress.

Thirdly, there is the danger that teachers, even more than at present, may center their thoughts too much on income.

In spite of these objections the *School Review* is prepared to accept the statement of *The School* that in Ontario the measure of the success of direct subsidies is found in the very rapid growth in the number of teachers who are competent to give instruction in their subjects (art, agriculture, manual training, household science, etc.), and that the success of the plan is found also in the large number of schools instituting the new courses.

Money in the pocket is a powerful inducement to individual teachers and to school boards.

PEACE TEACHING IN THE SCHOOLS

The National Education Association on August 27, 1915, adopted a Declaration of Principles formulated by the committee consisting of Ellwood P. Cubberley (chairman), Robert J. Aley, Fannie Fern Andrews, Mary C. C. Bradford, J. Stanley Brown, J. H. Francis, and Carroll G. Pearce. The most prominent feature of the declaration (which is printed in *School and Society* for September 11) is a pronouncement on the European war and upon the responsibility which is believed to rest upon the school for the prevention of war. The following paragraph represents the general point of view regarding the social significance of the war and its relation to education:

On the other hand, the virtual breakdown of civilization in Europe, which has taken place since the last meeting of this Association, has revealed to us how ineffective after all have been the systems of education upon which we

have in the past placed so much dependence, so far as the imparting of that type of education which would tend to preserve and advance the higher interests of civilization is concerned. In an age marked by so great an expansion of educational activities, such great industrial and commercial progress, such wonderful discoveries and advances in the application of science, and such progress in advancing the social welfare, we see nations heretofore devoted to the arts of peace and the advancement of civilization almost at once lapse into a barbarism which a year ago we should not have believed possible. Not only have the systems of education of Europe proved disappointing at the time of supreme test, but we cannot console ourselves that the results would have been markedly different with us had this nation become engaged in such a titanic struggle.

The declaration then goes on to outline the proposed remedy for the evils of war and national antagonisms.

Our instruction, aside from those fundamental tool subjects which underlie all educational work, has been based upon too narrow an outlook. Nationalism has been pushed to the front and emphasized, rather than international justice and goodwill. . . . Our patriotism has been concerned too much with our rights and too little with our obligations; too much with securing advantages for ourselves and too little with the extension of international justice and good will. There has been too much talk in all nations of "national honor" and "rallying to the defense of the flag" and too little of national obligations and responsibilities. . . . The masses of the people do not want war, but peace. International hatreds are kept up by the governing classes and those who profit by such hatreds, and the basis for national jingoism and future international strife is continually implanted in the minds of the rising generation in the schools of the different nations. In most nations today the schools are deliberately used by those in authority to instil into the minds of the young an exaggerated nationalism, which can be touched off into international hatred at such moment as the governing authorities may desire.

The declaration then makes the familiar recommendation that school histories be rewritten. "The biologic, economic, and human waste of war should be emphasized, and the fact that war is the breakdown of law and order and civilized society should be made clear to the young." The declaration next (1) deplores the present war, (2) reaffirms its approval of the American School Peace League, (3) deplores any attempt to militarize this country, (4) commends international associations, (5) recommends the appointment of educational attachés to legations and embassies in foreign countries, and (6) congratulates the Panama Pacific Exposition upon its many congresses.

With the aim and with the general tenor of most of the statements and recommendations of this declaration most educators will doubtless

agree. It is worth while, however, to call attention to the fact that the subject which is here dealt with is a complex and delicate one, and that there is some danger that the body of teachers of the country, who as a whole have a very limited education and hence a limited knowledge of history and of international politics, may be swept off their feet by a wave of enthusiasm, unsteadied by any patient effort thoroughly to understand the significance of international events. It is easy to call names, and it gives us a feeling of self-righteousness to describe the war as a "lapse into barbarism" and a "breakdown of civilization," but it would seem to be a first step toward international good feeling to recognize the worthy as well as the unworthy motives which animate the peoples at war. Are we ready to describe the American Revolution and the defense of Belgium as lapses into barbarism? Is honor a wholly ignoble attitude, and could we at the present moment dispense entirely with the influence of the sense of personal and national honor? If honor may sometimes be silly, may it not often be the chief obstacle to unworthy actions?

The school is undoubtedly of great influence in molding the sentiments of the people, and may be misused to instil false ideals and standards. And yet if this is the chief source of international strife, as described in the second paragraph which was quoted above, how is it that "the results would [not] have been markedly different with us had this nation become engaged in such a titanic struggle"? Surely our schools are not thus made the tools of the "governing classes." We must recognize that the influence of the school in the establishment of sentiments depends in large measure upon the degree to which it represents the community sentiment. It is a dangerous thing for the school to become the medium of a propaganda which does not express the attitude of the people as a whole. The teaching body should be leaders so far as the people will follow, but only so far. These comments are not intended to attempt to discourage the movement toward universal peace. With the aim of this movement we may well be in entire sympathy. But it is highly desirable that we approach a problem of such complexity with great care, so as to insure in the body of teachers a well-balanced, intelligent attitude.

MILITARY TRAINING IN SCHOOLS

The conflict between the proponents of pacifism and of military preparedness has found expression in the debate over a proposal by Adjutant-General White to "organize and train a cadet company in each of the

four Portland high schools," as reported in the Portland daily papers. The arguments were heard by a teachers' committee of the school board which was appointed to make recommendations concerning General White's proposal. The arguments on both sides were heated, as is evidenced by the following extract from the account in the *Portland Journal*:

"Boys should have military training in the public schools." [Excited applause.]

"Boys should have nothing of the kind. Train them for war, and you sow the seeds of war." [More excited applause.]

Thus those who favored training and those opposed alternately expressed their approval or disapproval as their speakers advanced opposite views before a meeting of the teachers' committee of the school board last night.

The pacifists varied their applause for their own sentiments with groans for those of the opposition.

"I Didn't Raise My Boy to Be a Soldier" was not sung, but the sentiment was repeated again and again by Portland women present to protest against the proposal to establish voluntary military training in the public schools.

Those who favored the plan were also outspoken. They were mostly men, and those who opposed the plan were mostly women.

The committee took no action, and will make no recommendations to the board until the plan is more definitely submitted.

The plan was proposed by Adjutant-General White, O. N. G.

Rev. C. E. Cline was on the side of military preparedness.

"This advocacy of peace, peace, peace is all wrong," he said. "These peace societies should be called war societies, because they want to remove every semblance of defense."

He said that the pacifists "want to raise a lot of boneless turkey boys."

He referred to "these women with soft hearts and soft heads."

Dr. Nina E. Wood, organizer of the World's Peace Association, objected to Mr. Cline's epithets and asked Dr. Alan Welch Smith, who presided, to call him to order. Dr. Smith rapped for order, but allowed Mr. Cline to continue without rebuke.

Mrs. L. W. Newton said there was a woman present who represented 5,000 Portland women, and that that woman should be heard. Mrs. Alva Lee Stephens, president of the Portland Parent-Teacher Association, was the woman referred to.

Mrs. Stephens rose and said that she "did not wish to speak because there was so much emotionalism being exhibited by the gentlemen present. I am accustomed to speaking before dignified bodies of women" she said.

However, Mrs. Stephens proceeded to say that the women "protest against militarism in the schools at this time."

"We are not for peace at any price," she said, "but we do not think it opportune at this time to put military training in the high schools.

"Probably in three years from now, when we have universal peace," Mrs. Stephens continued, "it will be advisable to consider this proposal as a matter of physical training.

"But we protest at this time," she concluded "and we have thrown down the gauntlet."

By "physical training" Mrs. Stephens referred to the claim that military drill would be good for that purpose. She said that the schools have plenty of physical training at present.

General Thomas M. Anderson, represented the G.A.R., the Loyal Legion, and the Sons of the American Revolution.

"Patriotism is the loftiest sentiment," he said, "even if it has been called the last refuge of scoundrels."

The women laughed, and the general came back at them:

"Women have been blamed for many wars. I hope they will be forgiven, for they have done all the mischief they could."

"We are going to put a military company in every high school in Portland," said A. W. Orton, chairman of the committee of organizations that favor the plan.

"If not this year," he continued, "then next year or the year after, or just as soon as we can get the school board to give it to us."

He said that "it is a question of mollycoddles on the one side and preparedness on the other."

Arthur D. Lee, chairman of the Spokane School Board, said the plan is being considered there, and that he will do all in his power to put it into effect.

"Teach children that it is right for nations to kill, and you will implant the ideas that it is right for individuals to kill," said E. J. Stack, secretary of the Central Labor Council.

"Military training in the high school is only carrying out the duty of every citizen," declared Colonel James Jackson.

Dr. Emmet Drake received a tribute of groans from the pacificists when he said that he had only contempt for any organization that sought to prevent efficiency in war.

M. L. Pratt of the G.A.R., spoke in favor of preparedness.

Mrs. G. L. Buland, of the W.C.T.U., and Mrs. Ina Coleman, of the Oregon Congress of Mothers, spoke against the plan, Mrs. Coleman saying that mothers do not want war, and do not propose to have it.

Dr. Smith and S. P. Lockwood compose the teachers' committee before whom the hearing was held.

It is clear that there is no unanimity of opinion in the minds of the public in regard to the best means to insure peace. It is safe to say that there is no considerable body of jingoists in the United States, but the

number of those who believe that military preparedness is necessary to insure honorable peace is probably at least equal to the number of those who regard all armament as provocative of war. President Wilson, who is certainly desirous of peace, has initiated measures for the purpose of more adequate preparedness. In such a case as this it is the right and duty of teachers as individual citizens to form and make effective their opinions, but it is assuming a grave responsibility for the teaching body as a whole officially to adopt and carry out a partisan policy—for a partisan policy it must be considered which lacks so much of unanimous support by the whole body of citizens. This the National Education Association seems to have done. On the other hand, it would be in violation of the principle which has been laid down if military training were introduced into the schools without some clear evidence of the sentiment of the public. This is not primarily an educational question. It is primarily a question of state and national policy.

THE HIGH-SCHOOL TEXTBOOKS IN NEW YORK

New York City furnishes free textbooks to its high-school pupils. It appears from a report in the *New York Globe* that a change to the more common plan of requiring the pupils to furnish their own textbooks has been proposed, and the Board of Superintendents has recorded itself as strongly opposed to a change. The resolution is in the main a general argument for the high school, only slight discussion being given to the assumption that the cost of textbooks is a factor which is sufficient to influence high-school attendance to a material degree. Following two paragraphs on the importance of high-school education the resolution continues:

“What we need is more, not less, elementary-school children to carry into organized training of more advanced years. To make this more difficult is to leave more of the educational process lamentably incomplete. The policy of New York state by the recent establishment of free scholarships is to increase the number of young citizens receiving even college education. The establishment of free state universities throughout the country, the growing tendency of the universities to widen their scope so as to train not only the youth of literary and scholastic bent, but those not so inclined, is evidence of the popular belief that free education to the young up to the age of twenty to twenty-five years is a good public investment. To impose even slight financial obligations upon the older children in our public-school system is contrary to the trend and purpose of public education.

“That some other cities have not yet advanced to the point of free textbooks is not, in our opinion, an argument justifying the New York Board of

Education in receding from the advance made by it. That the nation supplies not only instruction and books, but housing and maintenance for its students in Annapolis and West Point, as well as for all its men in training in the regular army and navy, shows what is done under stress of that which is officially deemed a public necessity. The training of citizens for service in time of peace is theoretically a public necessity. Its extension has gone steadily forward since the establishment of free schools. To carry such service further is the duty of every school superintendent in the nation. No financial crisis should be used as an excuse to mutilate this principle. If economies in supplies and textbooks must be made, they should not conflict with the larger policy of increasing the facilities for training adolescent youth."

It is not clear to the Board of Superintendents that the question whether parents can afford to buy the books enters into the determination of the policy to be followed. The board was requested to investigate so far as possible the financial ability of pupils in the high schools to purchase their own books. "On inspection of the registration rolls of sample high schools," says the report, "we find that the parents of high-school children are in the great majority of cases of the same financial ability as the parents of children in the elementary schools. The percentage of children in the elementary schools compelled by law to attend is greater than in the high schools. The high schools, therefore, need more, not less, incentives to attract children to them and to retain them after registration. The Board of Superintendents is requested to suggest to the Committee on Supplies and to the Committee on By-laws a plan whereby the loss due to injury and non-return of high-school books may be decreased. We recommend the plan used in the Boys' High School of Brooklyn, description of which is inclosed.

"The Board of Education's Committee on Studies and Textbooks desires the Board of Superintendents to consider the desirability of decreasing the list of high-school books without the sacrifice of any educational benefits. This matter is under consideration, inquiries having been sent to various persons."

It may be that the position of the Board of Superintendents is well taken. It is to be regretted, however, that we do not have some more direct evidence of the effect on high-school attendance of furnishing free textbooks. Studies of elimination from the school have indicated that financial considerations are not now so decisive in the elementary school as we have been accustomed to suppose. The expenditure of the small amount of money necessary to procure textbooks may serve to enhance the value of the opportunity in the mind of the pupil. Philanthropic institutions sometimes find it desirable to impose a slight fee solely on this account. Furthermore, the ownership of books causes the pupils to take better care of them than if they are public property. The cost of textbooks is a small proportion of the cost to parents of sending

pupils to high school, and it is reasonable to raise the question whether parents who can board, lodge, and clothe their children throughout a high-school course would find it difficult to meet the further expense for books. An inquiry into high-school elimination shows that pupils buy their own textbooks, and a comparative inquiry made among pupils in a system where books are furnished ought to throw some light on the problem.

THE ILLINOIS HIGH-SCHOOL-TUITION LAW

The problem of meeting the tuition of high-school pupils from the outside who attend city high schools has evidently not been solved to the satisfaction of some of the cities concerned. The following quotation from the *Abingdon Kodak* represents the point of view of some of those who find the law imperfect:

There is much discussion now about the justice or injustice of the new high-school-tuition law which was enacted by the last General Assembly. State Superintendent Francis G. Blair, in a signed article, after vehemently defending the measure, stated: "The law is a just and meritorious measure and should be supported by every school man who takes a broad and unselfish view of public education."

In spite of this appeal to the better spirit of interest in our school system, there are those whose interest in education is just as great who yet cannot feel under obligation to be enthusiastic over the tuition law in its present form.

Rockford, Moline, and other cities have united to contest the law, holding that it is unconstitutional for a city to be required to educate country children in high school for less than it is costing the city itself per scholar attending. This is claimed to be the situation in many cities. The maximum yearly tuition allowed by the law is \$50, and it can be limited to less by the county superintendent. The chief objection, however, is because of the method by which the money for the high-school education of country children is paid. The districts maintaining high schools are, it is maintained, obliged to pay a double tax.

Each county gets a certain amount of money from the state tax fund each year for school purposes, and this has heretofore been distributed among the school districts in proportion to the number of the children in the school district. Since the new law went into effect the payment of the tuition of all of the country pupils attending high school is made from the fund before the distribution is made. The result is that the districts having a high school have to help pay for the tuition of pupils in districts which do not maintain a high school, which is in effect a double tax.

There are other flaws also in the law of less vital nature, but it is generally held that the criticism of the double tax feature is just.

Representative J. M. Pace advocated a bill which was introduced in the legislature for country pupils attending high schools to be paid out of proceeds of a tax laid upon the non-high-school territory of the county, which would be organized into a special district for the purpose. This would eliminate the double tax and at the same time distribute the burden of tuition.

REORGANIZATION TO ECONOMIZE TIME

A number of experiments have been made with the purpose of amalgamating later elementary-school work with beginning high-school work and thus saving time. Most of these experiments have been made in the West, but the *New York Globe* reports a modest experiment in reorganization of this sort in the New York system:

With the opening of the new term on Monday there was inaugurated in two of the elementary schools an experiment in covering the work of the seventh and eighth years of the elementary course and the first year of the high-school course in two years. It had been intended also to try an experiment in reducing the eight-year course in the elementary schools to seven years. This plan was not put into effect, however, owing to the difficulty encountered by the superintendents in selecting a school where the experiment could be tried under normal conditions. The Board of Education had authorized the experiment in P.S. 166, but Principal Reigart preferred not to conduct it.

The first plan mentioned, however, was introduced in three classes at P.S. 69, West Fifty-fourth Street, Manhattan, and four classes at P.S. 85, Evergreen Avenue, Brooklyn. As the conditions governing the experiment will be as nearly normal as possible, it was decided that the registration in these classes should not exceed 40 pupils. Consequently there will be a total enrolment in these classes of more than 280 pupils. P.S. 69 has nearly its full quota at the present time, and P.S. 85 already numbers 150 pupils in its four classes.

At both schools the course of study in the three experimental classes organized has been so modified as to enable pupils to enter the second year of high school upon completion of the work prescribed. In determining upon this experiment it was decided to try it out in boys' classes only. The regulations governing admission to these classes limited them to boys who are twelve years old or over, who intend to enter classical high school, who are physically strong, who are proficient in scholarship, and whose parents consent to have them make the experiment.

CENTRAL ASSOCIATION OF SCIENCE AND MATHEMATICS TEACHERS

The fifteenth annual meeting of the Central Association of Science and Mathematics Teachers will be held in Chicago in the new building of the Harrison Technical High School on November 26 and 27, 1915.

On the programs of the section meetings in agriculture, biology, chemistry, earth science, home economics, mathematics, and physics are prominent educators who will discuss some of the present-day problems of the secondary schools. In the general sessions addresses will be given by Alexander H. Revell, Chicago, merchant, and director and trustee of numerous educational institutions; William B. Ittner, St. Louis, architect of the Board of Education of St. Louis; Cyril G. Hopkins, professor of agronomy, University of Illinois; Earle R. Hedrick, professor of mathematics, University of Missouri; and Edward H. Steiner, sociologist, Grinnell College, Iowa. All teachers are cordially invited to attend this meeting.

ANNUAL MEETING OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

The Fifth Annual Meeting of the National Council of Teachers of English will be held at the Auditorium Hotel in Chicago, November 25 to 27, 1915. At the general sessions on the mornings of the 26th and 27th addresses will be delivered by E. H. K. McComb, of the Manual Training High School in Indianapolis, Indiana; Percival Chubb, of the Ethical Culture Society in St. Louis; Edwin Mims, professor of literature in Vanderbilt University; John L. Lowes, professor of English in Washington University, and W. N. C. Carlton, librarian of the Newberry Library in Chicago. Section meetings will be held on Friday afternoon and Friday evening for the departments of elementary schools, high schools, normal schools, colleges, the library, and public speaking.

Over forty speakers will take part in the various programs, and every important problem of present-day English teaching will be discussed. Among these are speech-training, newspaper work, improvement of the library, teaching in versification, formal grammar, reorganization of the normal-school course, speaking contests, and the preparation of college teachers. The work of eleven special committees will be represented, among these being committees on scientific standards and on the labor and cost of English teaching.

The Council is truly national in scope and includes in its membership representatives of English associations in almost every state in the Union. All who are interested in the progress of English teaching in school and college are invited to participate.